

4 month reporting date 8/16/07- Received on 5/31/2007
8 month reporting date 12/16/07- Received on 12/10/2007
12 month completion date 04/16/08
Closed 12/11/2007

Flandreau School District Improvement Plan/Progress Report Form

Principle : 1 General Supervision

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Intervention

ARSD 24:05:17:03 Annual report of children served

The monitoring team was unable to validate an active IEP was in affect for three students.

Student numbers: 18, 19 and 20

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Flandreau School District will ensure all students on child count have the correct placement 100% of the time and are eligible students.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will verify 100% of the child count each year through the implementation of tracking and sign off procedures.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for
Completion**

**Person(s)
Responsible**

**Record Date Objective was
Completed**

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<p>1. What will the district do to improve? The district will implement a tracking system for all students on child count, using the SIMS data change form provided by the DOE. All staff will be trained in the use of this form. Staff is to complete a form for each IEP they case manage prior to the December 1 count and then sign off to verify the accuracy of their student information reported on child count.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will send a write up of the procedure to be used and the form used to SEP. The special education director will track each teacher and verify that all staff has completed a SIMS change form for each student reported on the current child count.</p>	<p>May 2007 and Ongoing</p>	<p>Director and special ed. personnel</p>	<p>(completed by SEP) 5/31/07-Met</p>
<p>Please explain the data (4 month) Training took place for the procedure on 5/16/07, all Sped staff and director were present – Procedural write up sent to SEP – Ray Tracy</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle: 3 Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of compliance: Needs Assistance

ARSD 24:05:24.01:09. Developmental delay defined. A student three, four, or five years old may be identified as a student with a disability if the student has one of the major disabilities listed in § 24:05:24.01:01 or if the student experiences a severe delay in development.

Three students in the developmental delay category were evaluated, but were not placed before their 6th birthday.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All students will be identified and placed in a disability category if they qualify before their 6th birthday.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>Evaluations will take place and a child placed before their sixth birthday in a disability category if they qualify.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? A list of all students under the age of 6 will be developed, and each teacher responsible for the student will ensure evaluations and placements are done before their 6th birthday.</p> <p>What data will be given to SEP to verify this objective? The number of students turning 6 in the school year and the number evaluated and placed will be sent to the SEP.</p>	<p>May 2007 and ongoing</p>	<p>Director and Special Ed. staff</p>	<p>(completed by SEP) 5/31/07-Met</p>
<p>Please explain the data (4 month) A review of students who would be turning six indicated that no students have turned 6 since the March monitoring and at this time there are not students expected to turn six within the next year.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

<p>Principle: 3 Appropriate Evaluation</p>

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Assistance

ARSD 24:05:25:04.02 Determination of needed evaluation data. As part of an initial evaluation, if appropriate, the individual education program team required by § 24:05:27:01.01 and other individuals with knowledge and skills necessary to interpret evaluation data, determine whether the child has a disability, and determine whether the child needs special education and related services, as appropriate, shall:

(1) Review existing evaluation data on the child, including:

(a) Evaluations and information provided by the parents of the child;

The monitoring team agrees with the steering committee that the Flandreau School District has not consistently documented parental input into the evaluation planning process.

ARSD 24:05:30:04 Prior notice and parent consent

Informed parental consent must be obtained before conducting a first-time evaluation, reevaluation, and before initial placement of a child in a program providing special education or special education and related services. Parental consent is not required before:

(1) Reviewing existing data as part of an evaluation or reevaluation; or

(2) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

24:05:25:04 Evaluation procedures

School districts shall ensure, at a minimum, that evaluation procedures include the following:

(7) The child is assessed in all areas related to the suspected disability, including, as applicable, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities;

The monitoring team identified that evaluations are being administered without consent from parents, and evaluations listed on the prior notice are not being given. Areas of concern listed are not all being administered. Functional evaluations were not found in all the evaluations. The functional evaluations are not skill specific to the suspected disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will provide appropriate written notice and obtain informed consent before assessments are administered to a child. Every child assessed will have a functional skill based evaluation completed.

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district will ensure parents are given appropriate prior written notice and give informed consent for all evaluations administered to their child. Including functional assessments and parent input into the evaluation process before it begins.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will require all staff to maintain a list of the evaluations they seek consent for and also to maintain a check-off form to verify the completion of all requested assessments. The special education director will review the staff lists and analyze the data to ensure that all requested evaluations are completed.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of evaluations completed in the reporting period. The district will report the percentage of evaluations properly completed with parental consent and input, and note any evaluations for which consent was not obtained.</p>	May 2007 and Ongoing	Director and Special Ed. Personnel	(completed by SEP) 5/31/07-Met
<p>Please explain the data (4 month) Sixteen evaluations were completed for this reporting period. 100% of these evaluations reported were properly completed with parental consent and input, and no evaluations were completed without parental consent.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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2. What will the district do to improve? Functional skill based evaluations will be given to each child to help develop PLAAFS. What data will be given to SEP to verify this objective? The Director will verify the number of evaluations completed and the number having functional skill based evaluations to the SEP.	May 2007 and ongoing	Special Ed Director and Sped Personnel	(completed by SEP) 5/31/07-Met
Please explain the data (4 month) Sixteen evaluations were completed and reviewed. 100% of the evaluations completed have functional skill based evaluations.			
Please explain the data (8 month)			
Please explain the data (12 month)			

Principle: 3 Appropriate Evaluation
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) <u>ARSD 24:05:25:11 Observation for specific learning disabilities.</u> At least one team member other than the child's regular teacher must observe the child's academic performance in the regular classroom setting.</p> <p>The monitoring team validates the steering committees conclusion that observations are not being completed for students identified as a student with a special learning disability. Observations are not individualized and are generic. There are not specifics in the majority of observations.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All students being evaluated for a specific learning disability will have an observation documented.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Observations will be completed 100 % of the time when determining the existence of a specific learning disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will review the eligibility criteria for identifying a student under the SLD category, including the need to document an observation by someone other than the classroom teacher.</p> <p>What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.</p>	May 2007 and Ongoing	Director and Special Ed. Personnel	<p>(completed by SEP)</p> <p>5/31/07-Not Met</p> <p>12/16/07-Met</p>
<p>Please explain the data (4 month) Training will take place in August by Linda Shirley</p>			
<p>Please explain the data (8 month) The special Education staff and Director met on September 7, 2007 with Coop Staff to review eligibility criteria, prior notice, functional assessments, and changes to the IEP document and process.</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? Staff will submit MDT reports to the special education director for verification of the completion of specific student observations when determining the existence of a specific learning disability.</p> <p>What data will be given to SEP to verify this objective? The district will submit the number of MDT reports completed in the reporting period, with the percentage that included an observation.</p>	<p>May 2007 and Ongoing</p>	<p>Director and Special Ed. Personnel</p>	<p>5/31/07-Met</p>
<p>Please explain the data (4 month) Twelve evaluations were completed with MDT reports that required observations. 100% of the MDTs had observations completed.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

Principle: 3 Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Needs Intervention:

24:05:22:03. Certified child.

A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an Individual Education Program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

The monitoring team identified the following.

Student 10 reported as a disability of deafness. The student does not meet the criteria for Deafness.

Student 10 has hearing aids and a FM system. With the aids and FM system he is hearing in the classroom. The present levels of Academic and Functional Assessment show that he only has problems hearing in the classroom when these systems are not working properly. The speech therapist states in her report "she does not really see any struggles within the classroom with his oral speech."

Student 14 is reported as a student with OHI on the 2005 child count. The student has been reevaluated and the MDT report indicates Autism. The student does not meet the criteria for Autism. The evaluation in the file does not support the placement of Autism. The student was evaluated at the Sioux Valley Children's Specialty Clinic in April of 2006. The team felt that the child presented traits of attention deficit/hyperactivity disorder of the combined type as well as some oppositional behavior. The student was reevaluated in December of 2006. The scores on the Behavior Assessment System for Children (BASC) and Achenbach Child Behavior Checklist showed no clinically significant scores. The Gilliam Autism Rating Scale was rated mildly-moderate. The Gilliam Asperger's rating scales rated the student as highly probable for Aspergers. Functional communication was rated as average. In the area of communication it stated he was very verbal and used sentences and complex utterances. He included some spontaneous elaboration of his own responses for the examiner. The report states the student appears to have appropriate gaze. The student exhibited some reciprocal social communication. No unusual sensory interests were observed. Goals for this student are social skills, counseling, writing, and reading. The student is in the classroom for all academics. The report from the doctor states concerns about Apraxia. There are no evaluations to assess Apraxia.

Student 13 is reported as a student with OHI on the 2005 child count. The student has been reevaluated and the MDT report indicates Autism. The student does not meet the criteria for Autism. The student was evaluated at the Children's Specialty Clinic in April of 2004. The Dr. report states a combination of motor developmental delays and sensory integration problems. The doctor is reported as saying, "This would result in a developmental coordination disorder, a disorder of written expression and AD/HD of the combined typed. Attention problems appear to be an interfering factor to his learning and socialization in school." The student is currently on medication. The student was reevaluated 11/16/06. The BASC and Achenbach Child Behavior Checklist were given to the student and there were no areas clinically significant. The student was rated in the mildly-moderate autistic range using The Gilliam Autism Rating Score -2. The Gilliam Aspergers rating score showed a high probability of Aspergers. Testing in the area of communication shows the student is very verbal and uses sentences with complex utterances. Spontaneous information about the student was told to the examiner. Spontaneous information was used such as pointing, shrugging and head nodding. Responsiveness to social interaction was seen, but somewhat limited and socially awkward. The quality of rapport was best described as some comfortable interaction but not sustained. The report states "The student appears to exhibit characteristics associated with Asperger's Syndrome which is at the high end function of the autism spectrum."

Student 8 is reported as a student with a specific learning disability. Through out the report there are concerns about behavior. The student is seeing a counselor. There was no behavior evaluations completed. The student is receiving counseling. The student was not evaluated in all suspected areas of disability.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All students reported on the child count will have documentation supporting their disabling condition under IDEA.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The Flandreau district will ensure that evaluations and reevaluations are conducted in accordance with all procedural requirements to ensure that all students are appropriately evaluated for eligibility and evaluations are appropriately documented.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? Each of the students identified by the SEP as lacking in appropriate documentation will have their evaluation information reviewed formally by the IEP team.</p> <p>What data will be given to SEP to verify this objective? The district will submit written summary of the actions taken for each of the four students listed in the final report. The documentation will show scores and other relevant information for all eligibility determination.</p>	May 2007 and Ongoing	Director, School Psychologist and Special Ed. Personnel	<p>(completed by SEP)</p> <p>5/31/07-Not Met</p> <p>12/16/07-Met</p>

Please explain the data (4 month)
Written summaries have been completed with actions taken on these four students. They will be sent to SEP – Ray Tracy

Please explain the data (8 month)
Two students under the Autism category were changed to Other Health Impaired at their annual IEP meetings.

Please explain the data (12 month)

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<p>2. What will the district do to improve? The district will review the eligibility criteria in depth with emphasis provided on documentation required to verify that a student is a certified child in need of special education.</p> <p>What data will be given to SEP to verify this objective? Data given to SEP will address the agenda, dates of training, and staff in attendance.</p>	<p>September 2007</p>	<p>Director</p>	<p>5/31/07-Not Met</p> <p>12/16/07- Met</p> <p>4/16/07-</p>
<p>Please explain the data (4 month) Training will be completed in August with Linda Shirley</p>			
<p>Please explain the data (8 month) The special Education staff and Director met on September 7, 2007 with Coop Staff to review eligibility criteria, prior notice, functional assessments, and changes to the IEP document and process.</p>			
<p>Please explain the data (12 month)</p>			

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Principle: 5 Individualized Educational Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

Out of Compliance: Needs Assistance

ARSD 24:05:27:01.03 Content of individualized education program (IEP)

Present level of academic achievement and functional performance and annual goals

A student's IEP must contain present levels of academic achievement and functional performance based upon the skill areas affected by the student's identified disability. The present levels of academic achievement and functional performance are based upon the functional assessment information gathered during the comprehensive evaluation process.

The monitoring team found student files lacked the required content in the present levels of academic achievement and functional performance (PLAAFPs) (i.e. specific skill area(s) affected by the student's disability, to include strengths and needs, along with how the disability affects the student's involvement in the general curriculum and parent input). File reviews indicated functional assessments are not being completed to acquire the skill-based information to develop present levels of performance for students eligible for special education services.

ARSD 24:05:27:01.02 Development, review and revision of the IEP- Consideration of Special Factors

In developing, reviewing, and revising each student's IEP, the team shall consider the strengths of the students and the concerns of the parents for enhancing the education of their student, the results of the initial or most recent evaluation of the students as appropriate, and the results of the student's performance on any general state or district-wide assessment program. The individualized education program team also shall: In the case of a student whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, and supports, to address the behavior.

In several student files reviewed, behavioral assessment and/or present levels of academic achievement and functional performance contained information regarding the impact of student behavior on educational performance. However, in developing the IEPs for these students, the team checked the behavior does not impede learning and did not address strategies, including positive behavioral interventions and supports, to address the behaviors.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All student IEPs will contain the required content.

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<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The district ensures the IEP contains all required content.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve? The staff will have a training on functional assessments, present levels of performance, and addressing consideration of special factors.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP on the dates of the training staff in attendance and agenda.</p>	<p>September 2007</p>	<p>Director</p>	<p>(completed by SEP) 5/31/07-Not Met 12/16/07- Met</p>
<p>Please explain the data (4 month) Training will be completed in August with Coop Staff</p>			
<p>Please explain the data (8 month) The special Education staff and Director met on September 7, 2007 with Coop Staff to review eligibility criteria, prior notice, functional assessments, and changes to the IEP document and process.</p>			
<p>Please explain the data (12 month)</p>			

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<p>2. What will the district do to improve? All reports will include a section to address the functional evaluation information gathered in the evaluation process.</p> <p>What data will be given to SEP to verify this objective? The district will spot check files from each teacher and report the number of reports generated in the reporting period which properly addressed functional evaluation.</p>	<p>May 2007 and Ongoing</p>	<p>Director and Special Ed. Personnel</p>	<p>5/31/07-Met</p>
<p>Please explain the data (4 month) Ten files were checked from teachers who had completed evaluations for this time period. All ten properly addressed functional evaluations.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>3. What will the district do to improve? A random check of each teacher's student IEP's will be done in each reporting period to verify the present levels of performance contain functional evaluation and are skill specific and reasonable for a 12 month time frame.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEP's checked and the percentage of IEP's that have appropriate content, including PLAAF, and functional information.</p>	<p>May 2007 and Ongoing</p>	<p>Director and Special Ed. Personnel</p>	<p>5/31/07-Met</p>
<p>Please explain the data (4 month) Ten files were reviewed and checked for appropriate content, including PLAAF, and functional information. All ten had appropriate content, including PLAAF, and functional information.</p>			
<p>Please explain the data (8 month)</p>			

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Please explain the data (12 month)			
<p>4. What will the district do to improve? A random check of each teacher's student IEP's will be done in each reporting period to verify that consideration of special factors has occurred concentrating on the area of behavior impeding learning.</p> <p>What data will be given to SEP to verify this objective? The district will report the number of IEP's checked and the percentage of IEP's that have appropriate content.</p>	May 2007 and Ongoing	Director and Special Ed. Personnel	5/31/07-Met
Please explain the data (4 month)			
Nine files were checked that were evaluated this reporting period. 100% of the IEP's have appropriate content.			
Please explain the data (8 month)			
Please explain the data (12 month)			